

School Best Practices for Inclusive Education (BPIE) Assessment

as required by section 1003.57, Florida Statutes (F.S.).

NOVA DWIGHT D. EISENHOWER ELEM

District Name: Broward

MSID Number: 1271

Date Meeting Held: 6/9/2025

Initial Information

School Principal: Olga Franklin Russ

School Type: Elementary

FIN Trained Meeting Leader/Title: Olga Franklin Russ, ESE Liaison

Team Members Name/Title:

Olga Franklin Russ

Domain I: Leadership and Decision Making

Indicator	Implementation Status	Data Sources/Supporting Evidence
1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low- and high-incidence disabilities, across all grades, in general education and natural contexts.	Fully	Through RTI and data chats. SWD student barriers are addressed
2. The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the School BPIE Assessment. *It is recommended that the team table and return to this indicator after the entire BPIE assessment has been completed.	Fully	Through RTI, Data Chats, support facilitation, short and long-term goals are addressed to improve inclusive.
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWD.	Fully	The ESE Specialist oversees, coordinates and monitors the implementation of the BEST Practices for inclusive education.
4. School administrators advocate for all SWD to have the same school choice options as students without disabilities to ensure all SWD receive educational services in their neighborhood school or school of choice.	Fully	We are a lottery school and students are chosen by the guidelines of the school choice program.
5. School data reflect that all SWD, regardless of the type or severity of disability, receive their education and related services in age- and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully	Because we have no special programs, 100% of our students are scheduled in general education classes for 80% or more of the day.

<p>6. School data reflect that all SWD, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) classes with peers without disabilities.</p> <p>*schools with Pre-K programs only</p>	<p>No Pre-K</p>	
<p>7. School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWD as general education students first.</p>	<p>Fully</p>	<p>During grade chair meetings, the expectation for school-wide support for our SWD students is reviewed and discussed.</p>
<p>8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Our SWD students utilize SIPPS as a resource to bridge the gap between our general education and ESE students.</p>
<p>9. School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.</p>	<p>Fully</p>	<p>Administration holds regular staff meetings to review district and state requirements to include the use of first person language.</p>
<p>10. School administrators use job interview questions to appraise an applicant's knowledge of, respect for and appreciation of differences in student learners and best practices for inclusive education, as applicable to the position.</p>	<p>Fully</p>	<p>As a best practice, during an interview, the administration asks questions to ensure that all applicants are inclusive in their thinking to include an appreciation of differences.</p>
<p>11. School administrators advocate for all SWD to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.</p>	<p>Fully</p>	<p>Our school transports a high number of our students to and from school to include our SWD students.</p>
<p>12. All SWD have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.</p>	<p>Fully</p>	<p>All of our students including SWD students are able to participate in all schoolwide activities to include after school programs such as CHESS, DEBATE, etc.</p>

<p>13. All students, including SWD, are given equal consideration for recognition through honors, awards and other designations offered by the school.</p>	<p>Fully</p>	<p>All of our students, including SWD students, can be recognized during awards assemblies and schoolwide programs.</p>
<p>14. School administrators analyze data to identify professional learning (PL) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.</p>	<p>Fully</p>	<p>During our PLC's, Grade chair and Support Staff meetings, data is analyzed to identify any professional learning opportunities</p>
<p>15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>The ESE Specialist provides support by allowing the teachers and those who support our students time to strategize and discuss opportunities of growth for our SWD students.</p>
<p>16. School leaders facilitate job- embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.</p>	<p>Fully</p>	<p>Our ESE Specialist provides ongoing support to our teachers to model and provide resources that are needed for our SWD students.</p>
<p>17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.</p>	<p>Fully</p>	<p>Our school collaboratively plans with teachers and support facilitators to cohesively work with our SWD students. Logs are available for admin to review.</p>

Domain II: Instruction and Student Achievement

Indicator	Implementation Status	Data Sources/Supporting Evidence
18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.	Fully	Our special teachers have access to all SWD students' IEPs. Regular collaboration between special teachers and the ESE Specialist is embedded within our systems and processes.
19. General and special education teachers use state standards as the foundation for instruction of all SWD, including those with the most significant cognitive disabilities.	Fully	We use the standards to align our goals with the Florida State Requirements to support standards-based instruction.
20. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Fully	Our school support staff is divided to provide strategies, training, and implementation of MTSS strategies to all of our SWD students.
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Fully	Our entire staff collaborates to review, analyze, and synthesize data such as: FBA/PBIPs, I-Ready, STAR, SIPPS, Heggarty, and Benchmarks. Assessments to support all of our students, including SWD.
22. Teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWD to make progress toward meeting IEP and learning goals.	Not Yet	Not applicable

<p>23. There is a school-wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts.</p>	<p>Fully</p>	<p>Our school has adopted the following plans: Anti-bullying, Acceptance and Respect, A monthly positive theme, Mentoring and counseling groups.</p>
<p>24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.</p>	<p>Partially Beginning</p>	<p>Our teachers are beginning to understand UDL and how to implement it within the classroom.</p>
<p>25. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in general education classes and natural contexts.</p>	<p>Fully</p>	<p>When developing the master schedule, SWDs are scheduled first</p>
<p>26. All paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in general education classrooms and natural contexts.</p>	<p>Fully</p>	<p>The ESE Specialist provides PD trainings and ongoing meetings to support our ESps with engaging our SWD students and utilizing strategies to support their behavior and academic needs.</p>

Domain III: Communication and Collaboration

Indicator	Implementation Status	Data Sources/Supporting Evidence
27. All special education teachers are full, collaborative members of a general education curriculum team.	Fully	All of our support facilitators are active in a grade-level team.
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Fully	During PLC's our teachers discuss, clarify, and define their roles and responsibilities. Teachers also share strategies, accommodations, and any specific needs their students may have to find solutions to various individual student needs.
29. Family members of SWD are contributing members of school decision-making groups.	Partially Almost	In our SAC meetings, parents are a key contributor in voicing the needs of the community at large.
30. Learning opportunities and resources are provided to families of SWD as a result of needs assessments and student data.	Not Yet	In process
31. When communicating with families of SWD, all personnel consider family members as a resource and obtain their input in planning and problem solving.	Fully	Parents are a key component in our IEP meetings. We document their concerns and address them within the meeting.
32. Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually.	Fully	Administration provides a weekly notice to parents via Robo Call to inform them of inclusive upcoming events for all students.
33. The school uses a person-centered planning process for SWD.	Fully	Our school utilizes matriculation to provide a seamless transition from grade to grade and school to school.

<p>34. School uses a team decision-making process to ensure SWD transition from grade to grade, school to school and district to district to ensure placement in the Least Restrictive Environment (LRE).</p>	<p>Fully</p>	<p>Our IEP Team ensures that all supports needed to matriculate from grade to grade or school to school are embedded within the IEP.</p>
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School BPIE Assessment Priority Indicators

NOVA DWIGHT D. EISENHOWER ELEM has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 24. There is a school-wide approach for planning and implementing Universal Design for Learning (UDL) across all instructional and non- instructional school contexts.
- Indicator 29. Family members of SWD are contributing members of school decision-making groups.